

The Waldorf Early Childhood Teacher Education Program at Sophia's Hearth
Waldorf Early Childhood Teacher Education Birth to Three Foundational Studies

And Waldorf Early Childhood Teacher Education Birth to Seven

COURSE DESCRIPTIONS

ANTHROPOSOPHICAL STUDIES AND HUMAN DEVELOPMENT (20-25%)

ANTHROPOSOPHICAL STUDIES AND THE INNER LIFE OF THE TEACHER Katherine Scharff, Jane Swain

Learning Goals and Objectives

The goal of this course is to engage each student with the substance and living experience of anthroposophy, as a support for her vocation.

Overview of Course Content:

These courses cover:

- The study of foundational texts in spiritual science and pedagogy from the work of Rudolf Steiner
- Exploration of individual exercises in personal inner development from the work of Rudolf Steiner to provide tools with which to explore and develop his or her own meditative life
- Pedagogical tools for the teacher's inner work
- Summers: Rudolf Steiner's *Theosophy of the Rosicrucians, Education of the Child in the Light of Anthroposophy, Foundations of Human Experience*
- Fall: Held, Wolfgang *Rhythms of the Week; Six Steps in Self Development*
- Fall: Steiner, *Knowledge of Higher Worlds*, chapter 1; Spring, Chapter 2; Steiner, *Spiritual Guidance of the Individual and Humanity*, lecture one
- Experience of the value and importance of inner development with regard to working with children, their parents, and colleagues
- Insights into the relationship between karma and reincarnation and one's path of inner development
- Insights into the biographical path of the developing human being and exploration of the student's own biography, its application into work with parents and colleagues
- Study of the fourfold nature of the human being
- Study of the pedagogical law as described by Rudolf Steiner
- Study of the practice of observation of a child, parent, colleague or event, taking that observation into sleep (perhaps with a question), and then "listening" for a response from the spiritual world upon waking or in future days.
- Study and individual practice over a six month period of the six foundational exercises; exercises include the etheric movements of each one as described by Rudolf Steiner.
- Study and individual practice of the Rückschau throughout the course. Group practice of a daily Rückschau throughout the training modules
- Study of the Eight-fold path of spiritual development as described by Rudolf Steiner

Methods to be Used:

- Preparation and presentation of material.
- Group discussion.
- Personal independent practice.
- Written reflections.

Student Expectations:

- Completion of reading assignments and invitation for meditative practices
- Participation in discussion
- Consideration of the invitation to take up these exercises in ongoing personal practice
- Preparing presentation of material for group discussion and individual presentation, personal independent practice, artistic application.
Engaging with assigned texts for study, discussion, and individual presentation.

Sessions: These studies are woven into all sessions.

BIOGRAPHY STUDIES I *Appreciating Our Differences, Planetary Soul Types, Story* Kathleen Bowen

Learning Goals and Objectives:

Participants will research to see what can be discovered about the working of pre-birth intentions through exploring their biographies and listening to the life stories of others. The students will gain an understanding of life phases and stages of development through observing their own experiences from childhood to now. The students will practice communication skills and social artistic work that can be used with parents and colleagues. Another goal is to recognize the debt we owe to others in our own becoming so that we are aware of the impact we as teachers may have on the children we work with.

Overview of Course Content and Methods to be Used:

Seven-year life phases of child and adult development (as presented by Rudolf Steiner).^[L]^[SEP] Short presentations, experiential biography exercises using artistic media and group conversation will be used to consider the themes.^[L]^[SEP] We will use a Dyad Communication Technique for listening and speaking practice.

Student expectations:

Participation in all class activities including experiential learning exercises, discussion, artistic activity, completion of all assignments as given.

Session: Summer II -

CHILD DEVELOPMENT AND WALDORF EDUCATION (20-25%)

CHILD DEVELOPMENT I Susan Weber, Jane Swain

Learning Goals and Objectives:

Students will gain confidence in articulating the spiritual, physical, social-emotional and cognitive development of the child from pre-birth to twenty-one, with emphasis on the first three years. These understandings will support the student in developing appropriate experiences for the very young child in a variety of settings. The student will develop understandings of the phenomena of attachment and bonding that will enable her to create respectful, empathetic relationships with the parents of infants and very young children.

Overview of Course Content and Methods to be Used:

Themes include the hereditary and individual aspects of the human being throughout life, the human being as a three and four-fold being as described by Rudolf Steiner, the phenomenon of attachment as an essential developmental stage in the infant and young child from the perspective of Waldorf early childhood education and other theorists. The course will give students awareness of the implications for the care of young children outside the home. Students will gain an in-depth awareness of the foundational senses of touch, life, self-movement and balance. The elements of Waldorf early childhood education and the Pikler approach will be introduced through experiential activity, lecture, reading assignments, discussion, and reflective activity.

The course focuses on the major domains of the physical, cognitive, social-emotional and spiritual development of the child in the first three years, with emphasis on the wide range of individual development among children. Students explore the building of resilience and well-being in the young child through the adult's support in developing rhythm in daily life, through sensitive caregiving illustrated in the Pikler approach, through developing healthy attachment in the infant and young child. The unfolding of walking, language development, and thought in the first three years of life are central themes.

Student expectations:

- Participation in all course activities, to include group discussion, discussion preparation and leadership, experiential activities.
- Complete all assigned readings.

Session: Summer I

CHILD DEVELOPMENT II Susan Weber, Jane Swain

Learning Goals and Objectives:

Students will gain confidence in articulating the spiritual, physical, social-emotional and cognitive development of the child from pre-birth to seven, with emphasis on the first three years. Understanding of the evolving role of the adult will enable students to create developmentally appropriate settings for infants, toddlers, and nursery age children.

Overview of Course Content and Methods to be Used:

This course focuses on the evolving role of the adult with the young child, the social emotional development of two and three year olds, and the integration of the self in the early years. These understandings will support the student in developing appropriate experiences for the very young child in a variety of settings. The elements of Waldorf early childhood education and the Pikler approach will be introduced through experiential activity that deepens the themes of Child Development I, lecture, reading assignments, discussion, and reflective activity.

Student expectations:

- Participation in all course activities, to include group discussion, discussion preparation and leadership, experiential activities, video observation.
- Complete all assigned readings.
- Complete course evaluation.

Session: Summer I

LANGUAGE DEVELOPMENT Susan Weber

Learning Goals and Objectives:

The student will gain knowledge and capacities for supporting the language development of very young children through appropriate use of the adult's language and a repertoire of artistic language rich materials for children.

Overview of Course Content:

The course work engages each student in study of the early language and literacy development of young children from birth through age 3 with emphasis on

- The oral language environment around the infant and child and the use of language between caregiver and baby during caregiving times. Special emphasis is given to the quality of the adult's speech as a model for the child, with artistic work in creative speech as a tool for developing the adult's speech.
- The place of lullabies, songs, simple games for adult and child together, nursery rhymes and stories in the language development of the young child, puppetry.
- The environmental quality and experience that nurture and support young children's capacity for listening and speaking.
- Development of a repertoire of materials for the teacher's use.
- Oral motor development (with Jane Swain).

Student Expectations:

- Participation in all class activities including experiential learning, discussion, artistic activity, completion of all assignments as given.

Sessions: Fall and spring

NUTRITION Katherine Scharff, Susan Weber

Learning Goals and Objectives:

The goal of this course is to provide each student with background and experiences to create a classroom program focused on healthy nutrition. Each student will have the opportunity to understand what a balanced day's nutrition looks like for the child from infancy through the early childhood years. Students will be guided to deeper insights regarding their own relationship to eating and nutrition.

Overview of Course Content and Methods to be Used:

The nutrition component of the course is based on the anthroposophical insights developed by Rudolf Steiner and Gerhard Schmidt. In addition, the work of Ellyn Satter and the Pikler Institute will be explored to develop students' capacities for presenting food to children. Topics include

- Nutrition and the child's relationship to the earth; the rhythm of the year.
- Cultural issues today around nutrition and feeding.
- The three-fold plant as a source of nutrition.
- Rhythms of eating and digestion: the liver and digestive organs.

- The division of responsibility in feeding children (Ellyn Satter).

Student expectations:

Participation in experiential and journal activities, completion of one reflective written paper during the course.

Session: Fall

SOCIAL AND EMOTIONAL DEVELOPMENT OF CHILDREN Susan Weber

Learning Goals and Objectives:

The goal of this course is to give each teacher developmental insights into the overall development of the young child that will enable her to understand the ways in which the infant and young child's social/emotional development are interwoven with all aspects of the child's development. These insights will enable the teacher to respond appropriately to the child's social and emotional experience and to support parents in their response to their children's changing needs in this area.

Overview of Course Content:

The course content focuses upon Waldorf early childhood education and the Pikler Institute's insights into

- The developmental stages of the child's social emotional development, with emphasis upon the nodal points at age two to three.
- Understanding the distinctions between the development of virtues, the role of imitation in developing social capacities, and guidance of children through clear boundaries and responses of the educator.
- Rhythm and repetition as tools for guidance of social emotional life.
- Understanding of conflict as a necessary part of the child's social development, and appropriate responses to guide children in this period.
- Strategies for strengthening the bonds of attachment between infant, toddler, young child and adult, and appropriate approaches within each period.
- Understanding of the importance of social community life within the group and strategies for developing it through caregiving, self initiated play, artistic movement and music, mealtimes, stories and puppetry, festival life.

Student expectations:

- Completion of all reading and written assignments.
- Participation in group discussion, experiential exercises, role playing.
- Sharing of examples from teaching practice.

Session: Spring

CHILDREN'S HEALTH Katherine Scharff

Learning Goals and Objectives:

The goal of this course is to introduce students to the resources available within the realm of anthroposophical nursing in support of developing wellness in the care setting as well as practical experiences in caring for the sick child at home.

Overview of Course Content and Methods to be Used:

This course covers:

- The art of wellness support for the infant and very young child.
- Practical techniques in caring for sick children – wraps, compresses, tinctures.

Methods include instructor presentation, group discussion, practice with practical nursing and care skills.

Student expectations:

Students will develop an ongoing relationship with one plant explored in the residential course through study and practice of therapeutic techniques given in the course. This exercise is introduced in the first summer, carried through the autumn, and brought into the winter session. A written sharing will be submitted to the instructor.

Students will study and practice techniques for caring for the sick child.

Session: Winter

EXPLORATIONS IN PEDAGOGY FOR THE KINDERGARTEN YEARS Janene Ping

Methods include experimental activities, lectures, reading assignments, discussion, and reflective activities appropriate for the Kindergarten child.

Course content: Understanding the fourfold developmental signatures of the child from 4 - 6 as revealed through:

- Capacities of small and large motor coordination and overcoming retained reflexes.
- Play - the types of play as well as transformation of capacities as play matures.
- Children's drawings - identifying themes/motifs that correspond to children's development.
- Emotional and social intelligence - the child's evolving sense of self and security and navigation of social situations.
- Guidance and discipline: Imitation and the need for authority.
- The birth of the Etheric - understanding new capacities as they unfold.
- Working with children and parents in a complex world - communication, conferencing, parent evenings and education, and conflict resolution will be explored.
- First grade readiness - understanding assessment methodology and support for the child within the transition to grade 1.

Part I (SUMMER III):**Working with the Pedagogical Law: The Etheric Stream of Learning for the Young Child.**

The goal of this course is to provide each student with an anthroposophically based understanding of the Etheric Body that inspires pedagogical work with children in the first seven years, with emphasis on the 4 to 7 year old. Aspects of rhythm and repetition within teaching methodology, the influence of the 7 life processes on learning and development, and how the habit body can be utilized as a teaching and learning support. Texts include: *Nurturing Potential in the Kindergarten Years* by Cornelis Boogert, *The First Seven Years* by Edmund School, and *Under the Stars* by Renate Long-Briepohl.

Part II (Summer IV): Pedagogical Indications towards The Birth of the Etheric and First Grade Readiness

The goal of this course is to provide each student with an in depth understanding of the developmental transitions of the young child in the 5th and 6th year. Educational best practices within the Waldorf Curriculum that meet specific learning needs as the child approaches the threshold of the grades will be presented and discussed. Identification of early learning challenges and assessment tools for understanding first grade readiness will be explored as well. Topics also included are: child developmental indicated in children's play and drawings, the transition from percept to concept, the freeing of memory, meeting the need for authority in guidance, the influence of modern culture on child development. Texts include: *The Child's Changing Consciousness*, Lecture 3, *Ready to Learn: From Birth to School Readiness* - Martyn Rawson and Michael Rose, Hawthorn Press, WECAN Publications: "You're Not the Boss of Me!" And "First Grade Readiness: Resources, Insights, and Tools for Waldorf Educators"

SESSIONS: SUMMERS III AND IV

SPIRITUAL EMBRYOLOGY AND FETAL DEVELOPMENT Katherine Scharff

This course brings the exploration of the mighty processes that bring every human individual to life on earth. The course explores heredity, incarnation and embryonic development through looking at polarities.

Learning Goals and Objectives:

The goal of this course is to provide each student with the background to understand the incarnation process of the human being from a spiritual and physiological perspective.

Overview of Course Content and Methods to be Used:

This course covers:

- Embryonic and fetal development through looking at polarities.
- The imprint on a new incarnation.
- Gaining a relationship to the beginning of the life process through clay modeling.

Methods include lecture, discussion, clay modeling.

Student expectations:

- Students will engage activity in lecture content of the course and group discussions.
- Students will complete all written assignment on the course content.

Session: Summer III or IV.

ADVANCED STUDY OF THE SENSES

JANE SWAIN

Learning Goals and Objectives:

The goal of this course is to provide each student through the insights of Waldorf early childhood education and other related insights with:

- an understanding of the wide range of normal development with regard to sensory motor development in children
- an understanding of the relationship between sensory motor, social/emotional and cognitive development
- a developmental understanding of the human being through the lens of anthroposophy. The emphasis of this course is birth to age 6.
- tools to recognize when development is not proceeding well, what resources may be helpful, how to respond to the situation.

Overview of Course Content:

Study of the twelve senses as described by Rudolf Steiner, with extensive focus upon the four foundation senses, including:

- recognition and work with hyper and hypo sensitivities in each foundation sense, both for children in the classroom and for the teacher's own particular sensitivities, if applicable.
- appropriate interventions within the classroom setting
- when to make a referral to a professional.

Student Expectations:

- Completion of reading assignments and participation in group discussions.

- Participation in the experiential aspects of this course.

Session: Fall, Summer II

DEEPENING OUR KNOWLEDGE OF THE CHILD Jane Swain, Hanneke van Riel, and others

PART II: CHILD OBSERVATION & CHILD STUDY

Learning Goals and Objectives:

The methodology of this course enables the student to gain skills and confidence in observing children and responding appropriately to their needs within the early childhood environment.

Overview of Course Content and Methods to be Used:

This course covers:

- The art of child observation and study as practiced in Waldorf education
- Observations of constitutional types, temperaments, four-fold human being, all explored developmentally over time, including the grade-school aged child.
- General background of karma, including principle relationship of past life and current life regarding gestures and physiognomy.

Methods include presentation of material, group discussion, and completion of assignment. Text material includes Christof Wiechert, *Solving the Riddle of the Child*, *the Art of Child Study*.

Student expectations:

Students will study and practice child observation skills and the observation of plants. Students are assigned an observation for a child in their care.

Session: Winter

PRACTICAL AND ARTISTIC ACTIVITIES (20-25%)

CURRICULUM AND ENVIRONMENTS IN WALDORF EARLY CHILDHOOD EDUCATION, BIRTH THROUGH THREE YEARS Susan Weber, Jane Swain, Katherine Scharff

Learning Goals and Objectives:

Through study and experiences with developing curriculum and an environment for infants and very young children, students will gain capacities and knowledge to enable them to create developmentally appropriate experiences and environments for the children in their care.

Overview of Course Content and Methods to be Used:

Students will explore the key elements of the development of the environment and developmentally appropriate curriculum for infants, toddlers, and three year olds through experiential activity, lecture, discussion, and reflective activity. This course content is woven throughout the sessions of the program: Child Development I & II; Advanced Study of the Senses.

- Influence of the environment upon the young child from the perspective of Waldorf education, notably the role of the adult as a key aspect of the environment and her central role in the child's growth and development.
- Selection and creation of appropriate materials for the child's environment with emphasis on

the use of natural materials and the healthy nurturing of the child's sensory development.

- Development of the indoor and outdoor physical environment to support large and small motor development, the support of play and caregiving as fundamental experiences; individual and cosmic rhythms and their implications for healthy development
- The domestic arts as a foundation for creating a non-institutional, home-like environment for very young children
- Imitation and play as the primary learning modalities of the young child
- Key practical elements of collaborative caregiving and freely initiated activity from the perspective of the work of Emmi Pikler and the Pikler Institute in Budapest, Hungary.

Student expectations:

- Participation in all course activities, to include group discussion, experiential activities, video and classroom observation with infants and young children.
- Complete all assigned readings.

Artistic activities: Sessions: Summers I and II, fall and spring

- *Music for the early childhood teacher: Singing and kinderlyre:* a light filled singing voice enables the early childhood teacher to bring music throughout the day to the children in her care. Course work includes Werbeck singing exercises, work with the pentatonic scale, the 'mood of the fifth', and playing the kinderlyre. Summers. Michelle Prindle.
Handcrafts as resources for creating an environment for young children: artistic development of the children's environment, color, toy making, resources for puppetry – plant dyeing, felting, doll making. All sessions, also included in PEDAGOGICAL EXPLORATIONS FOR THE KINDERGARTEN YEARS. All sessions. Janene Ping, Nancy Macalaster, Susan Weber. See full course description below.
- *Plant dyeing:* Students will experience color through immersion into plant dyes - creating a rainbow spectrum from plants, bugs and metals of the earth. Silks and wools that are dyed will then be used to create a simple puppet apron or tableau to assist in nursery rhyme presentation or storytelling for the nursery age child. Exploration in experiential orchestration of this art form will also be a focus. Summer I. Janene Ping.

Music for the Early Childhood Teacher

Learning Goals and Objectives

This course builds on the previous years in providing each student with the background, practice and capacities to bring a musical mood with voice and instrument to children in the first seven years, with emphasis on the child from three to six in the musical mood of the fifth.

Overview of Course Content and Methods to be Used

This course covers:

- Verbeck exercises for freeing the voice
- A repertoire of songs for 3-6 year olds including Ellersiek material for ring games through the seasons
- Playing the kinderlyre
- Composing simple songs in the mood of the fifth

Methods include singing, instrumental practice, and instructor's presentation of material.

Student expectations:

Students will engage with all musical activities introduced in the course.
Session: Summers.

FESTIVAL LIFE FOR YOUNG CHILDREN AND THEIR FAMILIES Betsi McGuigan

Participants will explore the seasonal year and appropriate thresholds of celebration that can bring children, parents, and community into an experience of reverence for the interdependent relationship of life on the earth. Study material includes *The Cycle of the Year and Breathing Process of the Earth* by Rudolf Steiner, as well as other reference material that can be used to research world cultural festivals and celebrations. Course discussion includes festival life throughout stages of cultural evolution, age appropriate festival reference for the young child, multiculturalism, the universal human, and diversity within the Kindergarten Community. Participants will experience hands on nature crafting that can be done with children and/or parents to prepare for festival celebrations.

Learning Goals and Objectives

The goal of this course is to provide each student with the background and capacities to bring joyful celebration to families and young children.

Overview of Course Content and Methods to be Used

This course covers:

- The spiritual background for festivals as described and developed by Rudolf Steiner for our communities and how we can develop this in an inclusive way
- Age appropriate activity including handcrafts and background for festivals for young children.
- Working with our *local* environment of nature to bring what is authentic in building a sense of *locus genii*.
- Bringing festival life to families.

Methods include experiential activities, study discussion of lectures of Rudolf Steiner on the theme, reading assignments, and reflective activity.

Student expectations:

Students will develop an overview of the seasonal year with references for festival celebrations that are inclusively appropriate for young children and their school community. Students will complete all craft and seasonal projects, all assigned reading and reflective activity introduced in the course.

GARDENING WITH CHILDREN JoAnne Dennee

Learning Goals and Objectives:

The course's goal is to introduce students experientially to the foundations of biodynamic gardening and the practical application of these principles as a resource for the development of environments for children in their teaching groups.

Overview of Course Content and Methods to be Used:

The methodology of this course focuses on practical gardening activity and also includes instructor presentation, group discussion, and assigned readings.

Topics include

- Introduction to biodynamic gardening as healing for the earth.

- Working with the earth in the presence of very young children to build the foundation for bonding with the earth and its stewardship.
- The gesture of gardening with young children: what is our intention, what is realistic and possible?
- Study discussion of Rudolf Steiner's *Man and the World of the Stars*.

Student expectations:

Students will actively participate in all gardening and related activities, complete all assigned reading, participate actively in discussion, and complete all projects as assigned.

Session: Summer III or IV

DEEPENING OUR KNOWLEDGE OF THE CHILD Jane Swain, Hanneke van Riel, and others

PART I: REFLEX MATURATION Jane Swain

Learning Goals and Objectives: The goal of this course is to provide each student with the background, practice and capacity to support the integration of the primitive reflexes in the first seven years of life.

Overview of Course Content and Methods to be Used

The methodology of this course enables the student to gain skills and confidence in observing children and responding appropriately to their needs within the care environment. The primary themes are the study of the primitive reflexes, sensory development and their central role in the development of the very young child.

- Presentation of material on the course themes
- Experiential activity with Spatial Dynamics 'streams' for therapeutic practices within the care environment, including development of hands-on skills and discernment of when and how to use these 'streams'. Students will create artistic age appropriate renditions of the streams.
- Experiential activity to enable students to identify their own patterns of movement and potential interventions for their own retained reflexes.
- Enhancement of indoor and outdoor environments to support reflex maturation
- Ways to effectively communicate the child's needs to parents and colleagues regarding this topic in general and regarding the Spatial Dynamics 'streams'.

The methodology of this course focuses on instructor presentation, group discussion, case studies, and practical experiences. Text material includes selected excerpts from the writings of Adam Blanning, Michaela Glöckler, Walter Holtzapfel, and Thomas J. Weihs.

Student expectations:

Students will participate in class and will complete all assignments.

Session: Summer III

PROFESSIONAL AND SOCIAL ASPECTS OF WALDORF EDUCATION (10-20%)

BUILDING RELATIONSHIPS WITH PARENTS Katherine Scharff

Learning Goals and Objectives:

Students will gain insight into several important areas within their vocation, including

- the relationship between program form and content and the developmental needs of children;

- the central value of recognition of the dignity of each parent and family, the needs of parents as individuals within their own personal situations and the relationship with this in their early encounters with educational institutions.

Overview of Course Content and Methods to be Used:

- **The family as the center of health and well being for the infant and toddler:** the experience of becoming a parent; exploration of biographical phases of adult development; contemporary cultural issues facing families and their young children; supporting families in periods during which they are at-risk.
- **Creating developmentally appropriate programs** – the exploration of issues that arise in creating developmentally, age appropriate programs for infants, toddlers, and nursery age children. Cultural issues that exert pressure upon programs for accelerated experience and premature expectations of achievement.

Student expectations:

- Completion of all reading and written assignments.
- Participation in group discussions.
- Participation in role playing and speaking exercises.

All sessions

BIOGRAPHY STUDIES II *Appreciating Our Differences, Planetary Soul Types, Story as Guiders for Working Together* Kathleen Bowen

Learning Goals and Objective:

Opening new perspectives around masculine and feminine by exploring these aspects as one thread in the evolution of human consciousness. The students will deepen their understanding of the temperaments and the soul types with the aim of developing social skills for working with colleagues and parents. Working with story as adults, the students will gain insights into the wisdom of the fairytales they will be telling. Awakening interest and connections within and with others as ways of building community.

Overview of Course Content:

Experientially living into gender, the temperaments and soul types through observation, artistic biography exercises and discussion. ^[SEP] Dyad Communication Technique for listening and speaking practice. ^[SEP] Finding ourselves and the universal human experience within a fairy tale

Student Expectations:

Participation in all class activities including experiential learning exercises, discussion, artistic activity, completion of all assignments as given.

Session: Summer III

COMMUNICATION WITH ADULTS Katherine Scharff

Learning Goals and Objectives:

The goal of this course is to provide

- **Development of** skills, experience and a degree of confidence with communication, conflict resolution, and group facilitation.

Overview of Course Content:

- Study and experiential work with groups.
- Individual work with parents and with colleagues.
- Practice communication skills.
- Experiential study of conflict through Spatial Dynamics® exercises.
- Exploration of one's relationship with conflict.

Student Expectations:

- Active participation in large and small group discussions.
- Active participation in the experiential aspects of the course.

Session: spring

SUMMER III OR IV: EXPLORING THE SOCIAL MISSION OF WALDORF EDUCATION Katherine Scharff

This course explores the history, cultural context then and now of Waldorf education, as an education for social renewal.

Learning Goals and Objectives:

The course's goal is to provide students with a broad background of the history and social context for the inauguration of Waldorf education, its role and potential for the future.

Students will consider the vision, impulse, and cultural moment at the founding of the first Waldorf School and explore aspects of the biography of Rudolf Steiner.

We will explore the themes of freedom, equality, and community as they sound and resound in Waldorf education. And we will look ahead to explore the future of the social mission of Waldorf education and how we might embody it in our work.

Overview of Course Content and Methods to be Used:

The methodology of this course includes instructor presentation, group discussion, and assigned readings.

Topics include

- Aspects of Rudolf Steiner's biography
- The forming of the first Waldorf School.
- The evolving form and cultural life of a Waldorf school community, its opportunities and challenges.
- Working collegially.
- Working with higher beings to support our work.

Student expectations: Students will complete all assigned reading, participate actively in discussion, and complete all projects as assigned.

Session: Summers III or IV.

PARENTING AND TEACHING IN A COMPLEX WORLD Katherine Scharff

Learning Goals and Objectives:

The goal of this course is to broaden students' resources for working in their own lives to make parenting and teaching more manageable (?and joyful or something like this?).

Overview of Course Content:

- Ways to increase rhythm to decrease children's challenging responses in moments of extreme stress.

- Managing one's schedule to keep balance.
- Simplify the physical environments in our classrooms and homes.
- The role of media.

ARTISTIC AND HANDWORK ACTIVITIES FOR THE EDUCATOR (20-25%)

ADULT MOVEMENT FOR THE EDUCATOR

JANE SWAIN

Learning Goals and Objectives

The goal of this course is to provide each student with tools to identify, recognize, and experience basic attributes of healthy movement in themselves and others. An additional goal is to provide each student with tools to change his or her movements.

Overview of Course Content and Methods to be Used

This course is primarily based on the work of Spatial Dynamics® and secondarily on Bothmer gymnastics and including folk dancing. It is experiential in nature, and explores:

- how the individual lives in the three planes of space, i.e., whether in a balanced or unbalanced way, and how to adjust one's space accordingly
- a living basis for the gestures of the three-fold human being
- the four foundational senses
- adult posture, and how to positively influence one's posture by employing the etheric streams
- point-centered movements in contrast to peripherally-led movements, and implications for the classroom setting
- recognition of interference of the primitive reflexes in one's movements, and how to adjust accordingly
- personal space

Student expectations:

Participation in experiential movements, with the exception of any individual with movement limitations, and in this situation the student is asked to observe or participate as able.

Sessions: All sessions

ARTS AND HANDCRAFTS FOR THE ADULT arts faculty given below

Learning Goals and Objectives:

Each artistic and handcraft activity is selected for its role in strengthening the inner development of the adult, as well as its gift in developing capacities for working with young children. Students will experience both artistic activity for their own self development and unfolding of artistic skills, as well as capacities in the arts to bring to their work with infants and young children.

Overview of Course Content: The areas listed below are included in various sessions.

- Clay modeling, experience with clay to explore the embryological and metamorphic process of development
- *Spatial Dynamics®*, see course description for Movement for the Adult Educator for full details. All sessions. Jane Swain
- *Watercolor painting and pastels* introduced as an artistic experience for the adult within seasonal festival celebrations. Summers, Fall and Spring. Katherine Scharff.

Creative Speech II

Learning Goals and Objectives

The goal of this course is to provide each student with the background and capacities to bring well formed, creative speech and language to children in the early childhood years through one's personal speech and through the artistic materials shared with the children. This includes individual speech work with the instructor and practice with selected materials for use with children.

Overview of Course Content and Methods to be Used

Rudolf Steiner said: "The sounds themselves are our teachers. It is only a matter of knowing how to engage their help." In this course, students will work from this premise through course content. This includes intensified individual work based on age-appropriate material chosen for presentation by the students prior to the beginning of the course.

Methods include individual speech work with the instructor and practice with selected materials for use with children.

The speech course continues to build on the previous year's experiences by bringing this knowledge into the realm of the practical. Individual evaluations are offered by the instructor, with personalized recommendations for individual practice.

Student expectations:

Students will engage with all speech activities introduced in the course, including participation in individual work.

Sessions: Summer III.

Watercolor Painting

Overview of Course Content and Methods to be Used

The goal of this course is to engage each student with the phenomenon of color through the media of wet on wet watercolor painting.

This course covers the anthroposophical approach to watercolor painting and Goethean color theory. Methods include presentation of material and daily watercolor painting.

Student expectations:

Students will practice watercolor painting techniques and explore the possibilities of this medium.

What lives in color and how does understanding the nature of color offer us an opportunity to better understanding ourselves? Rudolf Steiner in his book, *Color*, brings this thought:

Let us sink ourselves completely into what we receive through color from the rich and varied world around us. We must feel what it is in color if we wish to penetrate into its true nature, bringing insight into our feelings.

Through simple exercises in imaginative thinking and daily painting activity, we will explore the true nature of colors. Using the wet-on-wet painting technique which is well suited to the youngest children, we will delve into the primary and secondary colors learning the language of color. We can then experience how form can evolve out of the color.

Student expectations:

Participation in all artistic activities (with exceptions based upon limitations to physical movement) and completion of all artistic projects. **Sessions:** All sessions.

WORKING ARTISTICALLY WITH YOUNG CHILDREN: IMAGINATION, INSPIRATION, AND INTUITION Janene Ping
This course will explore:

- The place and practical approach to bringing the arts and seasonal activity to the older child
- Creating the ribbon that weaves through the year of age-appropriate circle work, storytelling and puppetry

- Presentations of assignments given in January for classroom work with circle, storytelling and puppetry arts.
- The creation of a hand puppet or marionette for pedagogical use in the nursery and kindergarten.
- *A conversational exploration of the points below:*
 - o What does it mean to work artistically in the classroom in a way that touches the young child's willing, feeling and thinking?
 - o How do we as teachers develop creative capacities through the realms of imagination, inspiration and intuition?
 - o Where do the realms of artistic expression live in your work with the children? How does this manifest in the physical, soul and spiritual dimensions?

Student expectations:

Students will complete all practical projects, all assigned reading and reflective activity introduced in the course.

Winter Block:

Imagination, Intuition, and Inspiration

Exploring the potential within the teacher's inner path of development, this course seeks to attune the student with capacities to increase his or her own access to creative intelligence in a way that enlivens teaching. Students will explore models of early childhood arts that support the child's capacities to engage in play, process feelings and emotions, and develop appropriate modes of expressive communication. Artistic explorations include: the creation of the learning environment that encourages productive play, storytelling and puppetry arts.

Assignment 1- Students will explore how Imagination, Intuition, and Inspiration weave in the fourfold work of the nursery and kindergarten - exploring the presence of creativity in the physical environment, pedagogical rhythms and activities, social life of the classroom, and inner work of the teacher.

Assignment 2- To work with an inspiration in Nature to create a story, puppet play, and seasonal circle that is shared and practiced in the nursery or kindergarten during the course of the school year. These will be presented by the students in their summer III class sessions. A written version of the story, circle, and play will be sent to the course teacher as well.

Storytelling and Puppetry Arts

Presentation and discussion will include:

- Guidelines for developmentally appropriate use of verse, nature stories, folks and fairy tales for ages 3 - 6.
- Practical points in the telling of story to young children.
- Exploration of the fairytale form, modality, and universal archetypes.
- Demonstration of different types of puppetry arts as appropriate for levels of development in the young child.
- The creation of a bird and hand puppet for pedagogical use.

Assignment 1:

Students will choose a classic fairy tale and examine within it the form, modality of action and consequence, and archetypal representation. From this study the student will complete a written paper (2 pages) that identifies what the student has gleaned from the story's educational significance. The paper will include the story's age appropriate components as well as the fore mentioned examination of form, modality, and archetype.

SUMMER III: CIRCLE SONGS, VERSE AND GAMES FOR THE KINDERGARTEN CHILD

In this course students join hands, sing, and enliven the gesture and movements of the Kindergarten Seasonal Circle. Students will work with pentatonic and mood of the fifth material, remedial exercises that can be incorporated into the circle, world folk songs, rhymes, finger games, movement games, and circle time puppetry appropriate for the older child of the Kindergarten. Discussions will work with how to meet the varying needs of the children at different developmental stages within the mixed age Kindergarten, as well as how to work with challenges that may arise.

SUMMER IV: STORYTELLING AND PUPPETRY ARTS ~ FAIRYTALES AND OTHER PEDAGOGICAL APPLICATIONS

Students will study the meaning of theme and archetype within story as appropriate for the ages of 4 – 7 years. Exploration of story and puppetry arts as pedagogical tools will include study and demonstration of pedagogical stories, nature stories, world cultural tales, and classic fairy tales. Students will present their assignments from the Winter Session. Handwork will include the creation of either a marionette or a hand puppet. Course participants will prepare a puppetry presentation for their graduation celebration.

Sessions: summers III and IV, Winter.

MENTORED TEACHING, PRACTICUM OR INTERNSHIP IN AN ESTABLISHED WALDORF EARLY CHILDHOOD SETTING

PRACTICUM - STUDENT PLACEMENTS WITH ASSIGNED MENTORS IN WALDORF EARLY CHILDHOOD TEACHING ENVIRONMENTS

Learning Goals and Objectives:

Each student will gain skills in working with children between birth and seven years old through direct rhythmic experience in a Waldorf early childhood setting.

Overview of Course Content:

Guidelines for Classroom Practicum teaching:

Each teacher education student at Sophia's Hearth participates in a structured experience in a setting that works out of Waldorf early childhood education. The details of the structured experience will be determined with the advisor, based upon the student's previous teaching experience and current teaching situation.

It is Sophia's Hearth's requirement that each student will spend a minimum of three half days each week in a Waldorf early childhood setting throughout the school years of his or her training. ***This may also include an additional requirement of three to four further full time weeks in a practicum placement depending upon your prior experience in a Waldorf early childhood setting.***

The practicum will begin in the autumn following the first summer's course work and continue until finishing the course of study. Each classroom day will be defined as at least a full morning.

If you are employed full or part time in a Waldorf early childhood setting, your employment fulfills your practicum responsibility.

Learning Goals and Objectives:

Each student will gain experience and skills in working with children from birth to seven through direct rhythmic experience in a Waldorf early childhood setting, with some focus to be placed upon work with children in the age group that you are studying. .

- Each student will be visited and observed by a classroom visiting teacher assigned by Sophia's Hearth. This visitor will be available for ongoing mentoring support.
- Planning: Each student will develop the process and rhythm of planning, implementing, observing, documentation, and reflecting in working with young children and parents.

INDEPENDENT RESEARCH PROJECT

INDIVIDUAL RESEARCH PROJECT (to be completed in the first 13 months of the program) Jane Swain, Katherine Scharff

Learning Goals and Objectives:

As noted and described by Torin Finser in his book, Research, the intention of this project is that each student intensifies his or her observations, gains understanding as well as self knowledge, reflects upon his or her practices, and learns to better articulate what he or she is doing to experience a new kind of professional and personal freedom. (p. 53)

Overview of Course Content and Methods to be Used:

The methodology of this course enables the student to gain skills and confidence in developing a research theme, completing a research project, and presenting the results to a group of peers.

- Through the group process, each student will develop a specific, concrete question. The statement of the question is shared with the advisor.
- The student will describe the method of investigation & method of recording findings. It is anticipated that the findings will be primarily qualitative, and may be quantitative as well.
- The student will work with the defined question through her process of investigation and will record the findings.

Student expectations:

Each student will develop a written report or other concrete documentation that will be given to the advisor. A written paper will be a minimum of 5 pages and a maximum of 10 pages, double-spaced. The paper will include:

- *Statement of your question.*
- *Your method of investigation* (reading, visits for observation, film, photography, painting, etc.).
- *Data that you may have gathered* – anecdotal descriptions, results of a survey you have conducted, for example.
- *Conclusion.*
- *Bibliography.* A **minimum of 3 sources** that may include books, articles, video, interviewing a knowledgeable person, attending a lecture, etc.

- Prepare a 10 – 15 minute formal oral sharing with classmates for the spring session.

Sessions: Fall and Spring

ADVANCED RESEARCH PROJECT TO BE COMPLETED FOR PRESENTATION IN SUMMER IV: Advising Faculty

The culminating research project is an opportunity for students to deepen self-initiated learning in a way that serves the Waldorf early childhood community through study and investigation of topics pertinent to early childhood development and teaching. It is the goal of this work that it increases the student's capacities in the areas of teaching and/or curriculum programming in the Waldorf nursery and kindergarten. This research will culminate in a public presentation in the final summer of studies.

The research paper will include:

- An opening point of inquiry, relating a specific question that leads to the purpose of the research.
- Delineated methods of investigation (documented observations, workshops, interviews, surveys, film, photography, readings, artistic inquiry/practice).
- Summary of organized data and bibliography: research should include at least three different resource types (from anthroposophical sources as well as mainstream scientific sources).
- Conclusive finding in relationship to the original point of inquiry.

Points of process:

- Contact with your advisor by **February 5th** with a description of your research project including your opening point of inquiry.
- An update of your progress is due to your advisor by **March 15th**.

The written research paper should be a minimum of 7 pages and a maximum of 12 pages, (double spaced) and is due to your advisor no later than **May 15th**. Your advisor will review your work. If recommendations are made to deepen this work, these must be implemented in preparation for the summer session and be reflected in the final written assignment as well as in your oral presentation which will be in **the second week of the July term**.

The **oral presentation** is an opportunity for each student to develop skills in clear public speaking and professional presentation (dress, posture, gesture, tone), standing before the audience. Mixed media may be used for a portion (no more than half) of the presentation, but no power points are permitted. The presentation should be at least 10 minutes and not more than 15 minutes, to be followed by additional time for questions and discussion with the audience.

The advisor's review and evaluation of the written research paper will be based upon the following components:

- Conception - An interesting, intellectually rigorous point of inquiry that arises from consideration of early childhood development and curriculum.
- Structure - Development of an exploratory, yet coherent, set of ideas leading to a process inquiry that engages and persuades the reader. Each paragraph builds on the previous paragraph.
- Use of evidence - Includes well-chosen evidence, which is set up, explained, properly cited, and analyzed intelligently and strategically.
- Clarity - writing should be grammatically correct, clear, and precise.

Sessions: Winter and summer IV.